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WILDERNESS EDUCATION PROGRAM
ON THE
DEERLODGE NATIONAL FOREST

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February 1983

ABSTRACT

The Anaconda-Pintler Wilderness, located in southwestern Montana, contains 159,086 acres spanning some forty miles along the Continental Divide in Beaverhead, Deer Lodge, Granite, and Ravalli Counties. The Wilderness is managed jointly by the Wise River and Wisdom Ranger Districts in the Beaverhead National Forest, the Sula Ranger District in the Bitterroot National Forest, and the Philipsburg Ranger District in the Deerlodge National Forest.

The designation of a wilderness increases public awareness, interest, and use of the area. As wilderness use increases, the pressure on resource capabilities increases. Regulations have historically been the tool most often used to minimize impacts; but, despite these efforts, resource damage continues to occur. Much of the damage is done by the visitor who does not understand wilderness management.

An emphasis on wilderness education, especially programs that influence use attitudes and values, can serve as an alternative or supplement to the protection of wilderness through regulation.

This paper develops the rational for implementing a Wilderness Education Program on the Deerlodge National Forest as an alternative and/or supplement to regulatory management of the Anaconda-Pintler Wilderness.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

The Anaconda-Pintler Wilderness is one of several administrative units within an extensive system of National Forest roadless environments in Western Montana. The Forest Service established the Anaconda-Pintler as a primitive area on October 2, 1937, and reclassified the area in 1962 as the Anaconda-Pintler Wilderness. It is now a unit of the National Wilderness Preservation system, established by the Wilderness Act of September 3, 1964.

The wilderness is managed jointly by the Wise River and Wisdom Ranger Districts in the Beaverhead National Forest, the Sula Ranger District in the Bitterroot National Forest, and the Philipsburg Ranger District in the Deerlodge National Forest. Its 159,086 acres span some forty miles along the Continental Divide in Beaverhead, Deer Lodge, Granite, and Ravalli Counties. Approximately 44,779 acres of the wilderness are located on the Philipsburg Ranger District.

Topography and vegetation are diverse. Elevations range from the 5,400-foot Willow Flats along the Bitterroot River to the 10,793-foot West Goat Peak.

The vegetative spectrum varies with elevation and available moisture. Sagebrush, willow flats, ponderosa pine, Douglas-fir, lodgepole pine, and spruce comprise much of the lower elevation vegetative types. These blend into aspen, sub-alpine fir, whitebark pine, and sub-alpine larch as the elevation increases. The Alpine Zone finds bare talus slopes, tarns, and snowfields where primitive lichens, mosses, and only the hardiest herbaceous plants survive.

The Continental Divide's Anaconda Range is a true Sierra-type mountain range. Evidence of past valley glaciation can be observed throughout the area; it is less prevalent in the wilderness' southwestern rolling landform area.

The Anaconda-Pirtler Wilderness is named for the dominant Anaconda Mountain Range and Charles Ellsworth Pintler, an early day Big Hole settler who first came to the area in 1885.

Over 280 miles of system trails span the area with 100 of those miles in the Philipsburg Ranger District's portion of the wilderness.

Past management in the Anaconda-Pintler was geared to recreational use of the area with emphasis towards the user's convenience rather than use of the area as wilderness.

Today, wilderness visitors number more than 38,000 annually and are increasing The ruggedness of the terrain and density of some vegetation limits much backcountry travel to the existing trail system; however, it appears that high route cross-country travel is becoming more common. Numerous non-technical climbs of major mountain peaks are made in summer months. The rock is not safe for technical climbing.

Transportation corridors vary from well maintained mainline trails to historic, single-blazed manways. Most of the trails follow drainage courses; however, the major ridge trail route is the 40-mile trail along the Continental Divide, a proposed component of the National Scenic Trails System (P.L. 90-543). The existing trail system often contributes to management problems by channeling visitors along a few major routes. The majority of this trail system was originally established for purposes other than recreation. Impacts of this channelizing are visible along the major trail corridors.

Most wilderness campsites have been formally established by visitors over the years and would be considered primitive. Most of the heavily-impacted sites are concentrated at lakes and meadows, while other areas suitable for camping receive relatively little use.

Based on the Management Direction derived from the Wilderness Act (P.L. 88-577) the Anaconda-Pintler Wilderness will be managed to minimize impact of man and his technology. Management will seek to minimize the impact of use rather than use itself. In this respect, man will be a temporary visitor who leaves no permanent imprint of his use. The forces of nature will dominate the landscape; man's activity will be limited to that of an unobtrusive observer. Manipulation of the flora, fauna, or the surface of the land will not be allowed.

Wilderness exemplifies freedom, but it is characterized more by the absence of human impact than by an absence of human controls. Management will be tailored to preserve spontaneity of use and as much freedom from regimentation as possible, while preserving the naturalness of the wilderness resource.

To the extent that the wilderness resource is not impaired, the Anaconda-Pintler Wilderness will be managed to provide opportunities for primitive recreation featuring solitude; physical and mental challenge; freedom from the intrusion of unnatural sights and sounds; the chance to experience unmodified natural ecosystems; and to travel and live without mechanized aids in an environment where one's successes and failures are directly dependent on his abilities and knowledge.

The Multiple-Use-Sustained Yield Act of June 13, 1960 and the Wilderness Act of September 3, 1964, constitute the basic guidelines for management of the Wilderness.

The Multiple-Use-Sustained Yield Act directs the management of the National Forest under the principles of multiple-use. It specifically endorses wilderness as a valid use of National Forest lands.

The Wilderness Act designates specific units of the National Wilderness Preservation System, provides authority for additions to the system, and sets forth guidelines for management.

Management direction for the Anaconda-Pintler Management Plan is derived from the Wilderness Act (P.L. 88-577), Department of Agriculture Regulations, the 2300 section of the Forest Service Manual, and the Anaconda-Pintler Wilderness Management Plan dated July 8, 1977.

STATEMENT OF THE PROBLEM

The Deerlodge National Forest anticipates increased use in the Anaconda-Pintler Wilderness and subsequently, increased resource impacts and damages, unless management alternatives to the present management scheme are developed.

Direct (regulatory) management has been and currently is the Forest's primary management tool within the wilderness. Currently one seasonal Wilderness Ranger is employed by the District. He is responsible for informing visitors of policies and regulations; law enforcement; inventorying of use, fuels, vegetation, wildlife, etc.; and for implementing campsite and minor trail maintenance. A two-person seasonal trail crew spends a portion of the field season in the wilderness performing trail maintenance, construction, and reconstruction duties.

Approximately ninety percent of the wilderness visitors contacted are contacted after entering the wilderness. The other ten percent are contacted either personally when they stop in the District Office, or by phone or mail responses to inquiries pertaining to the wilderness.

Trends from 1970 to 1982 indicate a 111 percent increase in visitor day use.1/ Visitor day use varies by activity. In 1970, stock use accounted for nearly half of the travel in the wilderness. Although horse use has increased, it accounted for 30 percent of the use in 1977, and it now accounts for approximately 15 percent of the use. Foot travel is making a sharp increase.

Recreation is the most significant use and threat to the wilderness resource. Some areas show signs of significant deterioration due to excessive or inappropriate use.

Management response to problems generated by recreation use is currently oriented towards regulatory measures with a minimal amount of user education. User education occurs in the contacts with the Wilderness Ranger and in the form of handout materials; i.e., maps, brochures, pamphlets, etc.

DELIMITATIONS

This paper is intended to explore an alternative wilderness management technique in response to increased recreational use and subsequent increased resource damage. The study is limited to the boundaries of the Anaconda-Pintler Wilderness, and more specifically to that portion of the wilderness located on the Deerlodge National Forest.2/ The developed technique will be used by the Deerlodge National Forest within the Forest's area of influence but portions of the program could be adopted for use outside the Forest.

1/ Wilderness Visitor Use Obtained From Forest Service Recreation Information Management Data (R.I.M.); Appendix A, p. 34.

2/ Anaconda-Pintler Wilderness Map and Legal Description; Appendixes B and C, p. 35 and 36.

ASSUMPTIONS

I. Administrative

A. The need for wilderness administration will continue to grow.

B. Qualified, trained, and experienced personnel will continue to be difficult to find for the traditional, short-term, seasonal positions.

C. Construction of facilities near the wilderness will lead to increased wilderness use.

D. Funding and personnel ceilings will continue to be limited.

E. Law enforcement problems will continue to increase as visitation increases. Most violations are due to ignorance.

F. Law enforcement, when needed, is difficult because of limited personnel and funds, the area's remoteness, and the difficulty in communications.

II. Recreation

A. Recreational use of the Anaconda-Pintler Wilderness is expected to continue increasing.

B. Unless altered by management, use will continue to concentrate at popular and heavily used locations.

C. Wilderness visitors will continue to desire solitude.

D. The number of foot travelers will continue to increase at a faster rate than the number of horse travelers.

E. As wilderness use continues to increase, so will the potential for resource damage.

F. Recreational stock use and associated camping will continue to increase and is considered to have the greatest potential to cause resource damage compared to the same number of visitors on foot.

G. Informal marking of, and repeated use of certain cross-country travel routes will lead to the establishment of new non-system trails.

III. Fire

A. As wilderness visitation continues to increase, so will the need for man-caused fire prevention work.

B. Allowing fire to play its natural role is needed to reestablish and maintain an unmanipulated mosaic of ecological and successional vegetative types and wildlife habitats.

C. Some people will continue to favor suppression of all fires in the wilderness.

IV. Water and Soils

A. Increasing wilderness use will ultimately necessitate measures to prevent bacterial contamination of springs, lakes, and streams in heavy use areas.

B. Intensive use will cause accelerated amounts of sediments to be carried by the wilderness streams and eventually deposited in lakes and stream channels.

C. Major impacts from stock will be in the form of: bank and nearby watershed trampling; increased organic matter available to water supply; and increased fecal counts.

D. Major impacts from man will be related to detergents, human waste disposal, and fires.

E. Increased wilderness use will accelerate the rates of soil erosion along trails and at heavy use areas.

V. Outfitter and Guide

A. Increasing outfitter use will increase the potential for conflict between various other wilderness visitors.

VI. Fish and Wildlife

A. Pressures for consumptive use of fish and wildlife will continue to increase.

B. Hunting and fishing are established wilderness uses and will continue to be important aspects of the wilderness experience to many visitors.

VII. Vegetation

A. Grazing by recreation stock will continue to increase.

B. High mountain meadows will not sustain continued trampling, early wet-season use, or heavy grazing.

C. There will be continued and increased competition for available forage by wildlife and domestic stock in more popular areas.

CHAPTER II

LITERATURE REVIEW

The Anaconda-Pintler Wilderness is one of numerous units of the National Wilderness Preservation System established by the Wilderness Act of September 3, 1964. Use in the Anaconda-Pintler Wilderness has approximately doubled since its wilderness designation, and Forest managers anticipate continued increases in visitor use. Consequently, resource impacts and damages have increased, and will continue to increase unless alternatives to the present scheme are developed. A wilderness education program will be developed and implemented by the Forest as an alternative or addition to the present management system.

The designation of a wilderness increases public awareness, interest, and use of the area. In a project conducted by the Appalachian Mountain Club's (AMC) Research Department in cooperation with the USFS - Northeastern Forest Experiment Station (Martin 1981), ninety-one percent of the managers contacted during the course of the project reported constant or increasing levels of recreational use in backcountry or wilderness areas. As wilderness use increases, the pressure on resource capabilities increases leading to various types of detrimental resource impacts.

Researchers have found that many wilderness management problems related to resource protection result from the user's lack of knowledge. Researchers report that wilderness recreation use contributes to resource damage such as water pollution, soil erosion and compaction, destruction of vegetation, and disturbance of wildlife (Lapage 1962, Godin and Leonard 1979). Heavy use may cause these problems, but they are often aggravated by ignorance of low impact camping skills, lack of knowledge of alternative areas, and lack

of sensitivity for the wilderness environment. Increasing use further complicates the matter by increasing the number of uninformed wilderness visitors.

Regulations have historically been the tool most often used by the Forest to minimize impacts to the wilderness; but, despite these efforts, resource impacts continue to occur. Numerous other managers deal with problems using restrictive regulations (Fish and Bury 1979, Lucas 1982) which may be effective to some extent, but at the same time tend to detract from the user's sense of freedom. Furthermore, the regulatory, direct management approach has the potential of creating conflicts between visitors and managers and may become counterproductive. In a Wilderness Management Policy Statement (1982) the Montana Wilderness Association (MWA) strongly favors indirect management methods, such as education programs, directed at involving both potential and active wilderness users. The MWA believes that such indirect methods are preferable to direct regulatory methods as these indirect methods allow for a freedom of choice in wildland recreation. Indirect management methods are "soft" and benign (Gilbert et al. 1972). The main question with indirect management is effectiveness, but sometimes it is possible that actual visitor behavior can be modified as much by suggestions and explanations as by regulation (Roggenbuck and Berrier 1981).

The Deerlodge National Forest has made a commitment to utilize the indirect management approach as an alternative and/or complimentary method to the direct or regulatory method of wilderness management. Specifically, the Forest will utilize wilderness educational programs to increase the active and potential wilderness user's knowledge and awareness of the wilderness environment.

Educating the wilderness user may require the use of varying techniques. Frequently, wilderness managers in charge of education programs are not trained as educators, but rather as Forester, land managers, biologists, land-use planners or as other scientists. Most wilderness managers are not formally trained in good communication techniques (Hunt and Brown 1971, Hanna and Mullins (1977).

People who use and experiment with different I & E techniques have published reports about their experiences. Ferber (1979) discussed the use of guidebooks and Gerber (1979) described his agency's use of television. Smith (1979) described a successful program designed to use volunteers. Kneeland (1979) described a number of useful suggestions for improving backcountry I & E programs. Fazio (1979) discussed several methods of communications with the wilderness user. Bradley (1979) discussed various human approaches to reducing wildlands impacts. Roggenbuck and Berrier (1981) and Lucas (1981) discussed dispersing wilderness use through communications and information supplied to visitors. The AMC project (Martin 1981) developed a catalog of techniques based on current methodology used by managers. The project went on to obtain the manager's evaluations of the effectiveness and efficiency of those techniques and present these in the project report.

The Deerlodge National Forest will develop a wilderness education program using some of the various techniques or portions thereof discussed in the literature.

CHAPTER III

PROCEDURES

The Deerlodge National Forest anticipates increased recreational use in the Anaconda-Pintler Wilderness and subsequent increases in resource impacts and damages. In order to minimize these impacts the Forest is committed to developing alternative and less direct management methods as compared to its traditional direct and regulatory system. As previously stated, ninety-percent of the wilderness users contacted by Forest personnel are never contacted until they have entered the wilderness. Approximately twenty percent of the total visitors are ever contacted.

Most wilderness managers have the option of using educational and informational programs, regulatory programs, or a combination of the two. Some criteria used to arrive at a decision as to which system to use include: Nature of the problem, cause of the problem, how serious is the problem or how serious might the problem become, and how much time is available before the resource is damaged and visitor enjoyment impaired. Numerous serious problems already exist from overcrowding in more popular areas to various types of resource damage. It is anticipated that these problems will continue to increase as use increases and that new problems will arise.

The Deerlodge Forest has decided to shift to a more indirect management approach employing informational and educational techniques and relying on regulatory practices (law enforcement) in the more isolated, severe cases. The Forest seeks to shift use patterns and modify visitor behavior, leaving the final decision to the visitor.

Lucas discusses a systematic analysis which should precede the adoption of recreation management actions, particularly regulations. This analysis

consists of seven basic steps which include: (1) Identify the problem; (2) Identify cause(s) of the problem; (3) Identify and evaluate potential nonregulatory approaches; (4) Accept or reject the proposed nonregulatory action; (5) Identify and evaluate potential regulatory approaches; (6) Accept or reject proposed regulatory action; and (7) Implement and monitor the decision. This approach was recently informally practiced at a meeting which included personnel from the various Districts involved in the management of the Anaconda-Pintler Wilderness.1/ Topics covered involved regulatory closure orders for specific areas within the wilderness, and, through an informal systematic analysis of each order, a decision was arrived which rescinded all but one order. It was felt that individual units do not have the ability to administer the orders and the regulatory nature of the orders limited an informed visitor of his/her freedom of choice.

In developing an informational and educational wilderness management program several questions must be raised. First, is an evaluation of existing problems, and what undesirable situations may develop in the near future. The second question raised, is, "What user group or groups are causing the problems or what are the target audiences to be contacted with the program?" And lastly, "How, when, and where are these target audiences to be contacted?"

DATA COLLECTION

Certain data must be collected to identify the above questions as accurately as possible. Because of seasonal constraints, data collection was based on information previously collected for purposes other than this specific project.

1/ Minutes for the Fall, 1982, A-P Wilderness Meeting; Appendix D, p. 37.

Existing problems in the wilderness were evaluated using a subjective approach based on the experience of District personnel involved in wilderness management from a Supervisory Forester on down the chain of command to seasonal volunteers. A complete trail inventory was completed during the summer of 1982 using a form developed on the District.1/ Most of the well established, more popular campsites have been inventoried using the Code-A-Site system. Other problem areas such as nonsystem cross-country trails, meadows used by livestock, popular lakes, and outfitter and guide camps were subjectively described. Due to the voluminous amount of material, these inventories are not included in the Appendix. Through this system, problem areas were listed by degree of severity and included: trail and site erosion and deterioration, poor camping habits, vegetation disturbance and damage, overuse or concentrated use in especially attractive areas and subsequent loss of solitude, litter and garbage, and water pollution and sanitation.

Other less severe problems existed including vandalism, conflicts by users, lack of knowledge of fire policy, and user safety. Many of these are interrelated and could be incorporated into one problem classification.

Identifying the user causing the problems or target audiences is imperative so that educational efforts can be geared for greater effectiveness and economy. In some cases the nature of the problem identifies the user. Livestock overgrazing or trampling points to horsemen or packers. In other cases, the visitors' actions are physically observed. In developing the Forest's educational program, it was decided that tying a specific group to a problem was somewhat inaccurate and discriminatory. Every user

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1/ Sample of Trail Inventory Form; Appendix E, p. 28.

group has its share of careless and malicious individuals, just as it has concerned, well-informed, and careful individuals It was decided to look at the geographical origin of the wilderness users and perhaps get a trend as to where the visitor was coming from. There are six portals which access the wilderness from the Deerlodge Forest with voluntary registration cards available at each portal.1/ All registration cards for the last two years (1981 and 1982) were analyzed and resulted in definite user trends. Fifty-four percent of the users registering were from within the Deerlodge National Forest area of influence and eighty-three percent of those registering were from Montana. Only seventeen percent were from out of state. Similar trends were identified on the other two Forests administering portions of the wilderness.

The next major question raised is the, "How, when, and where to contact the wilderness visitor?" There are basically three time periods during which the visitor or potential visitor may be effectively contacted (Martin, 1981). The first time period to contact the visitor extends indefinitely from before a trip to several days before a trip. During this time the visitor or potential visitor may be planning a specific trip, thinking about a trip, in general, or just open to any information during the off-season because he or she use the wilderness occassionally. The second time period is that last day or two before the trip as the visitor is traveling toward the trailhead or stays in the general vicinity of the trailhead finalizing last minute details. The visitor is then focused on the trip and is close to the facilities managed by the wilderness manager. The third and last time period includes entering and traveling through the wilderness.

1/ Sample of Registration Card, Appendix F, p. 39.

Here the visitor is virtually in the wilderness manager's "backyard." The "how" and the "where" to contact the visitor depends primarily on the target audiences contacted and on the time period in which they are contacted. Generally, all feasible and possible opportunities and audiences should be explored using various communication techniques.

The final question raised after contacts are made is "How effective is the program?" The effectiveness of any program is determined by evaluating or monitoring the results. Some system of gauging how well program objectives are met is necessary to assure time and money are not wasted and so that improvements to the program may be made.

CHAPTER IV

PROGRAM DEVELOPMENT

All possible topics cannot be addressed in any one program delivered to a single user group at a given time, but most can be addressed if a concentrated effort is made to contact all possible users during the three time periods mentioned by Martin. The development of the Forest's wilderness education program will therefore be based on these three time periods and the other questions of "who," "how" and "where" will be addressed within each time period mentioned.

Before expanding on the development of this program, one must understand that the use of such a program has greater implications than simply informing potential or actual visitors of proper use of the Anaconda-Pintler Wilderness. This program will serve to educate visitors who may visit any other wilderness area or who may visit non-wilderness semi-primitive backcountry areas. Many of the concepts are similar and apply to all backcountry situations.

Personnel delivering wilderness education programs must be carefully selected to assure they are well trained and qualified. Presently five District personnel will be utilized to present the program. Other facilitators will be recruited and trained from within the Forest and the private sector. Educational materials will be channeled to interested teachers and group leaders so they can become involved in the education process.

Another consideration is that the program must capture the audience's interest and attention. Rather than present a formal lecture, the program will be participatory in nature and contain demonstrations and exercises

relating to proper equipment and techniques. Individual programs will have to be modified in order to reach the intellectual maturity of the target audience, i.e., sixth-graders vs. college students.

It is also imperative that the program does not advertise or promote increased use of the Wilderness. The program will not draw attention specifically to the Anaconda-Pintler Wilderness or any specific area within the Wilderness, but rather will apply to all wilderness or backcountry areas in general. No slides of exhilarating scenery will be shown; no materials on the wilderness will be handed out; and no discussion of the phenomena known as the "Wilderness Experience" will take place.

I. First Time Period

This time period extends indefinitely from before a trip to several days before a trip. The majority of wilderness trips occur during the summer and early fall months (July-October). Presentations during this time frame will be given during winter and early spring months. This decision is primarily based on organizational time management and work load constraints.

A. Target Audience

The Forest's efforts will be to conduct personal presentations to various user groups including, but not limited to, outdoor clubs, elementary schools, and scout groups.

Efforts will also be made to contact area high school natural science classes and college classes at Montana College of Mineral Science and Technology in Butte.

B. Topics and Technique

Based on the most severe problems encountered in the wilderness, four major topics will be addressed in the presentations. These include:

The Wilderness Act and management concepts, wilderness ethics and low-impact camping, fire policy, and alternative opportunities. In order to gain public support and understanding, there is a need to present the visitor not only the Wilderness Act and its regulations, but also the reason behind the legislation. Once a visitor understands the reason for certain regulations, compliance tends to increase, and the need for further restrictions decreases (Bradley, 1979). Several of the severe problems previously mentioned will be addressed in the low-impact camping portion of the program. Many of the negative impacts in the wilderness are caused by improper camping techniques. These include site deterioration, vegetation disturbance, overuse, litter and pollution. A short presentation of suggested livestock handling techniques will be included within the low-impact camping message. Wilderness use is distributed unevenly within the Anaconda-Pintler Wilderness and efforts will be made to distribute use both within and outside the wilderness. Half of the access sites or portals receive 70 percent of the use and a small proportion of the trails account for most use. Crowding in these areas accentuates resource impacts and reduces opportunities for visitors to experience freedom and solitude. Information provided as part of the educational program offering similar recreational opportunities in other areas both within and outside the wilderness will enhance resource protection and recreational experience.

C. Location and Timing of Presentations

The presentations will be given at the convenience of the target audience. The individuals giving the presentation will take their message to the audiences' home ground at a time convenient to the audience. For example, a presentation given to a sixth-grade class will be given at that classes' school at a pre-arranged time convenient to the teacher and administration. A presentation to a sportsmen's club will be given at the club's normal meeting place and time. We cannot effectively spread our message if we expect the public to come to our offices at our convenience.

D. Other Techniques

As discussed, the Forest's primary efforts during this first period of time will be conducting presentations to various target audiences. But other techniques exist which will be utilized in reaching the public and which are inexpensive. Public Service Announcements (PSA's) will be periodically aired over local radio stations. Numerous such announcements have already been prepared for use in Region One.1/

Periodic press releases in local newspapers will be written covering such topics as trail conditions, safety, low impact camping, fire, and alternate areas of interest outside the wilderness. Often the article is not directly related to visitor education but may be written in such a manner as to carry a subtle message. Many written, phone, and office inquiries

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1/ Index of PSA's; Appendix G, p. 40.

pertaining to the wilderness are answered each year. Each response includes a packet of materials such as brochures relating to the four primary topics of concern. Many of the visitors from outside of the Forest's area of influence have previously been contacted by one of several techniques used by other agencies, Regions, Forests, etc. Another technique which will be implemented is the use of displays or exhibits at large group gatherings such as county fairs or scout conventions.

II. Second Time Period

This period of time is that last day or two before the visitor enters the wilderness. The visitor is enroute to his/her wilderness destination or is camped at the trailhead making last minute preparations. The target audience, location, and techniques vary during this time period, but the message is basically the same.

A. Target Audience

The target audience during this period is the actual visitor who is making final preparations before entering the wilderness. The audience is usually an individual or small group. Data from collected registration cards show that the average size of groups entering the wilderness is two.

B. Topics and Techniques

The topics covered in contacting the visitor during the second time period are identical to those covered during the first time period. The techniques differ as the contact is usually spontaneous and on a one-to-one basis. No formal presentation is given, but rather an informal conversation takes place during

which time as much information as possible is given the visitor. More specific information may be given at this time pertaining to trail conditions, heavily used areas, on going projects, and other pertinent data. Presently most information is supplied by the Wilderness Ranger, trail crew, other District personnel, or volunteers who happen to be in the area. An effort to provide volunteers to serve as wilderness information specialists at three heavily used portals during peak periods (weekends and holidays) is planned. Many visitors stop by the Ranger District office requesting last minute information on their way to the Wilderness. At this time the receptionist or other available personnel make the contact. Maps, brochures and personal contacts are provided to these visitors.

C. Other Techniques

Wilderness information will be provided at trailhead bulletin boards. The information to be provided will include cautionary signs, maps, regulations, and varied posters relating to litter, fire, ethics, livestock, and low-impact camping. The idea is to present only what is absolutely necessary and not clutter up the trailhead bulletin boards. Only one poster will be placed on any one board at one time, but the posters will be changed periodically relaying different messages.

III. Third Time Period

This time period is when the visitor is entering and travelling through the wilderness. This period of time is the most limiting in terms of time, location, and technique of contact, yet many managers feel it is the most effective contact of all. (Bradley,

1979 and Martin, 1981). The Wilderness Ranger makes most of these contacts, although the trail crew frequently has the opportunity for such contacts.

During this time period, probably the fewest number of people are contacted, but the effectiveness is greater as the visitor can be shown the impacts and consequences of their actions on-site. The Wilderness Ranger can then tactfully suggest and demonstrate preventive measures.

A. Target Audience

The target audience is again the actual visitor as is the case during the second time period. The contact is spontaneous and on a one-to-one basis.

B. Topic and Technique

Not all topics are presented during this contact, but rather only those applicable to the situation. Each contact offers a different opportunity or challenge to the Wilderness Ranger, so he must be well trained in various communication techniques. He must possess tact, wilderness skills and portray the image of a "Good Host." He must also be delegated enough responsibility and authority to deal effectively with any problem he may encounter. Any message communicated must afford an opportunity for feedback, clarification, and persuasion. Each message can be modified according to specific circumstances. Care must be taken to minimize time spent with the visitor in order to offer him the maximum freedom and solitude.

The Forest's efforts will be concentrated on the use of personal contacts with media-based contacts used to reinforce the theme.

Managers are very positive about the effectiveness of personal contacts which they feel are more effective than media-based techniques (Bradley, 1979; Fazio, 1979; and Martin, 1981).

CHAPTER V

SUMMARY

SUMMARY OF FINDINGS

The wilderness resource offers opportunities for many types of primitive recreation. Even though recreation is not the prime or only purpose of wilderness, recreation is by far the highest use of wilderness. Wilderness recreation management objectives stress protection of a natural landscape with minimal impacts from use and provision of opportunities for solitude, freedom, and primitive recreation.

Use in the Anaconda-Pintler Wilderness increases annually, and future increases are anticipated placing greater demands on the area's resources. Degradation of the natural landscape is inevitable unless present management techniques are altered. Regulatory techniques have traditionally been used by the Deerlodge National Forest in managing the wilderness. Overregulating is contradictory to the spirit of wilderness which allows for freedom of choice.

The Deerlodge National Forest is committed to shifting from its traditional regulatory management technique to a more indirect, subtle method. Through the use of an active wilderness education program, actual and potential wilderness users will be involved in and taught about the concepts of wilderness.

CONCLUSIONS

Based on the findings and limitations of this study an alternative management system to the present regulatory system must be developed in

order to protect the Anaconda-Pintler from resource impacts associated with an increasing number of visitors. Use has dramatically increased annually and resource impacts have subsequently increased under the Forest's present management.

The Forest is shifting its efforts from regulation to educating the actual and potential visitor on such topics as the Wilderness Act and its management implications, low-impact camping, fire policy, and providing information to disperse use. The visitor will then, hopefully, have a better understanding of wilderness and be prepared to use and enjoy the wilderness within its context.

DISCUSSION

Wilderness is of value to society, but increasing use of this resource is leading to its deterioration. Mangement strategies aside from strictly regulation are required to deal with the problem. An emphasis on education can serve as an alternative to protecting wilderness areas. Educational programs cannot replace all regulations but they can reduce recreational impacts thus precluding further regulations which alone do not protect the wilderness resource.

Educational programs can also enhance the wilderness visitor's safety, comfort, and enjoyment of such a recreational experience. Since a number of well educated users can do less damage than one uneducated user, a well constructed educational effort will go a long way toward protecting the wilderness resource.

Over half of the visitors presently using the Anaconda-Pintler come from within the Forest's area of influence. The Forest's educational efforts will be directed primarily to these local visitors and will focus on influencing these users' attitudes and values. Some managers feel

that these user's attitudes cannot be changed. True, some individuals will never change as they feel they have a right to act differently in a certain area or they are not concerned about wilderness resources, ethics, or protection. Through observation, local managers feel that most resource impacts in the wilderness are caused by poorly informed or uneducated users. Regulations will have to be strictly enforced and are the only reasonable option to minimize impacts caused by the minority: the unconcerned visitors. Education is the option elected to manage impacts caused by the majority of visitors: the uninformed and uneducated.

The key to a successful educational program is determining possibilities based on time, budgets, and personnel. A developed program must be kept flexible to accommodate a change in priorities. Progress of an implemented program must be monitored and evaluated.

Initially, the Forest's program will be presented by employees, but efforts will be made to recruit other individuals such as teachers, group leaders, and volunteers as program facilitators. Budget and time constraints will not allow employees to fully implement the program. Combining forces with user groups and seeking out other available resources are required to address the problem.

Proper communication is extremely important if the education program is to be effective. The process of communication is very complex and needs improvement in achieving wilderness management through educational efforts. Management personnel must initiate the communication and not rely on the wilderness visitor to make the first contact.

Priorities must be set in educational efforts based on visitor characteristics and resource impacts. Therefore, emphasis on the Forest's educational efforts will not be on how to recreate safely or comfortably,

but rather on the Wilderness Act and its management implications, low-impact camping, wilderness fire management policies; and alternative recreational opportunities.

RECOMMENDATIONS

This paper presents the need for the Deerlodge National Forest to prepare and implement a wilderness education program as a management alternative to its present regulatory system of managing the Anaconda-Pintler Wilderness. The objectives of such a program are: (1) to educate the public about the Wilderness Act and its management implications; (2) to educate the public on wilderness ethics and low-impact camping; (3) to educate the public on wilderness fire policy, and; (4) to provide the public with information relating to similar recreational opportunities so as to disperse use and minimize increased wilderness use. Through such an educational effort, in combination with minimum regulation, recreational resource impacts may be minimized and the character of the wilderness environment protected.

The following action plan will be presented to the Forest Staff with a recommendation for immediate implementation by the Forest. The plan is presented in outline form in order to assure organization, continuity, and readability.

ACTION PLAN

Deerlodge National Forest

Wilderness Education Program

I. Objectives

A. To educate the public about the Wilderness Act and its management implications.

B. To educate the public on wilderness ethics and low-impact camping.

C. To educate the public on wilderness fire policy.

D. To provide the public with information relating to similar recreational opportunities in order to disperse use and minimize increased wilderness use.

II. March-May-1983

A. Select Forest Wilderness Education Coordinator.

B. Develop and maintain a listing of potential wilderness educators, both in-service and out.

C. Contact public schools and organized groups and establish contacts for follow up.

D. Review present local wilderness regulations and determine their need.

E. Update trailhead information boards with wilderness and minimum impact messages.

F. Develop sample programs for different target audiences.

III. June-October-1983

A. Train receptionists on giving a low impact camping message.

B. Give presentation to all temporary and permanent personnel at District orientation.

C. Distribute news releases and public service announcements on openings, trail conditions, problem areas, changes, etc.

D. Take photos for future presentations, articles, news releases, and displays.

E. Set up displays at local fairs.

F. Recruit volunteers for intermittent duty at busy trailheads to contact users.

G. Increase Wilderness Ranger contacts in the wilderness.

H. Implement a hunting season education program (at local hunter safety courses).

I. Distribute information regarding seasonal closure of wilderness.

IV. November (1983) - May (1984)

A. Make letter contact and follow up with public schools and organized groups.

B. Give wilderness education presentations when appropriate to school classes and organized groups.

C. Evaluate previous field season program and change accordingly for next season.

D. Continue recruitment of educators.

E. Report program accomplishments and analyze program effectiveness.

The action plan will be revised annually to incorporate any recommended changes based on the end-of-year analyses.

Group leaders will be given the opportunity to critique all presentations on a provided preprinted critique form. All feedback will be considered in the program analysis and subsequent modification.

An implementation plan must be prepared as a follow-up to the action plan. This plan should be more specific in nature and include a discussion of costs and benefits, audience priorities, alternatives, and means of evaluating program effectiveness.

Many wilderness management problems may be alleviated through a widespread wilderness education program. In our efforts to reduce impacts and increase visitor awareness, an attempt must be made to contact as many different groups as possible. The education effort has a chain reaction effect when many groups are exposed to a program. The educational effort

must be undertaken to help establish minimum impact as the basis of the wilderness use ethic. When the integrity of the wilderness is at stake, there clearly is no other choice.

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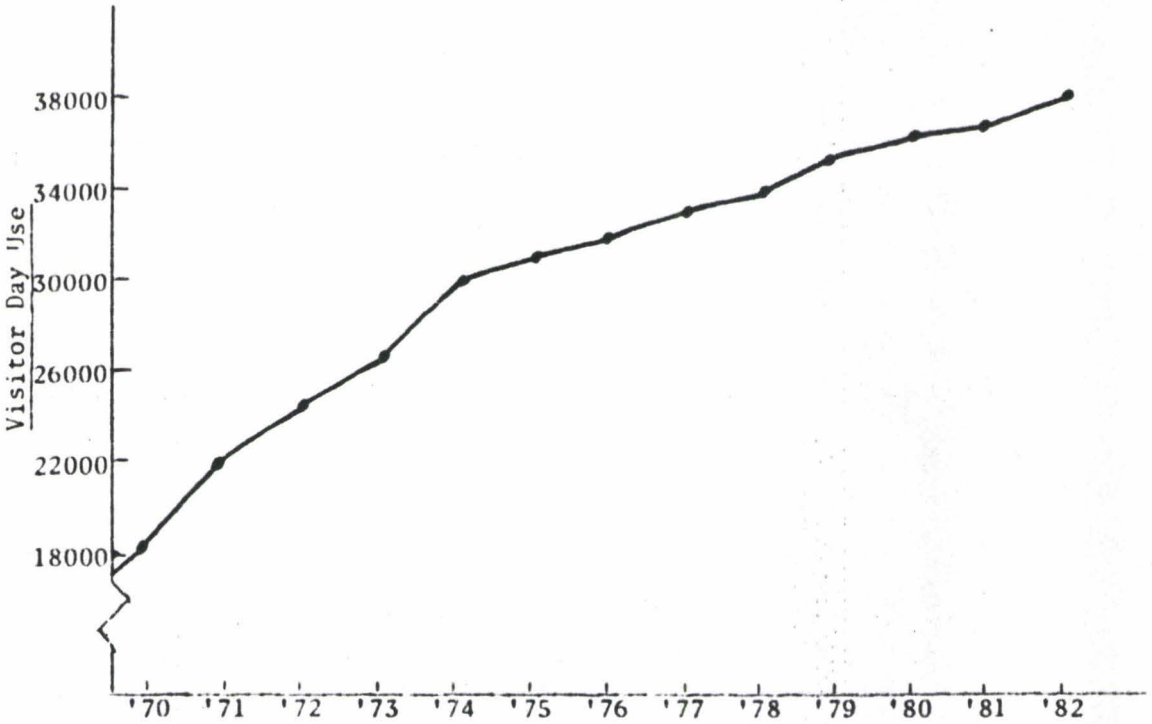
APPENDIX A

Figure 1

Anaconda-Pintler Wilderness

Visitor Day Use (1 person/12 hour time period)*

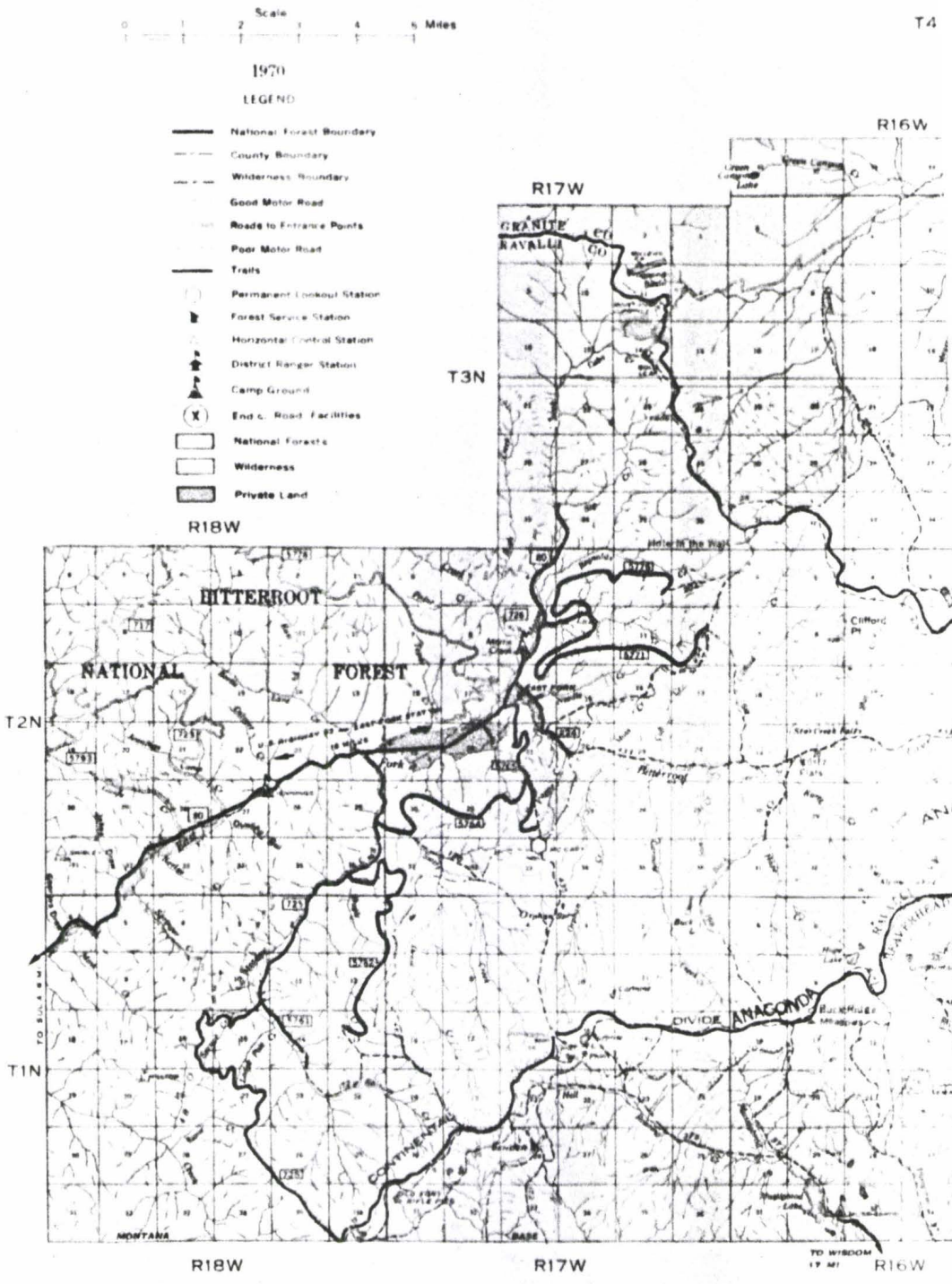


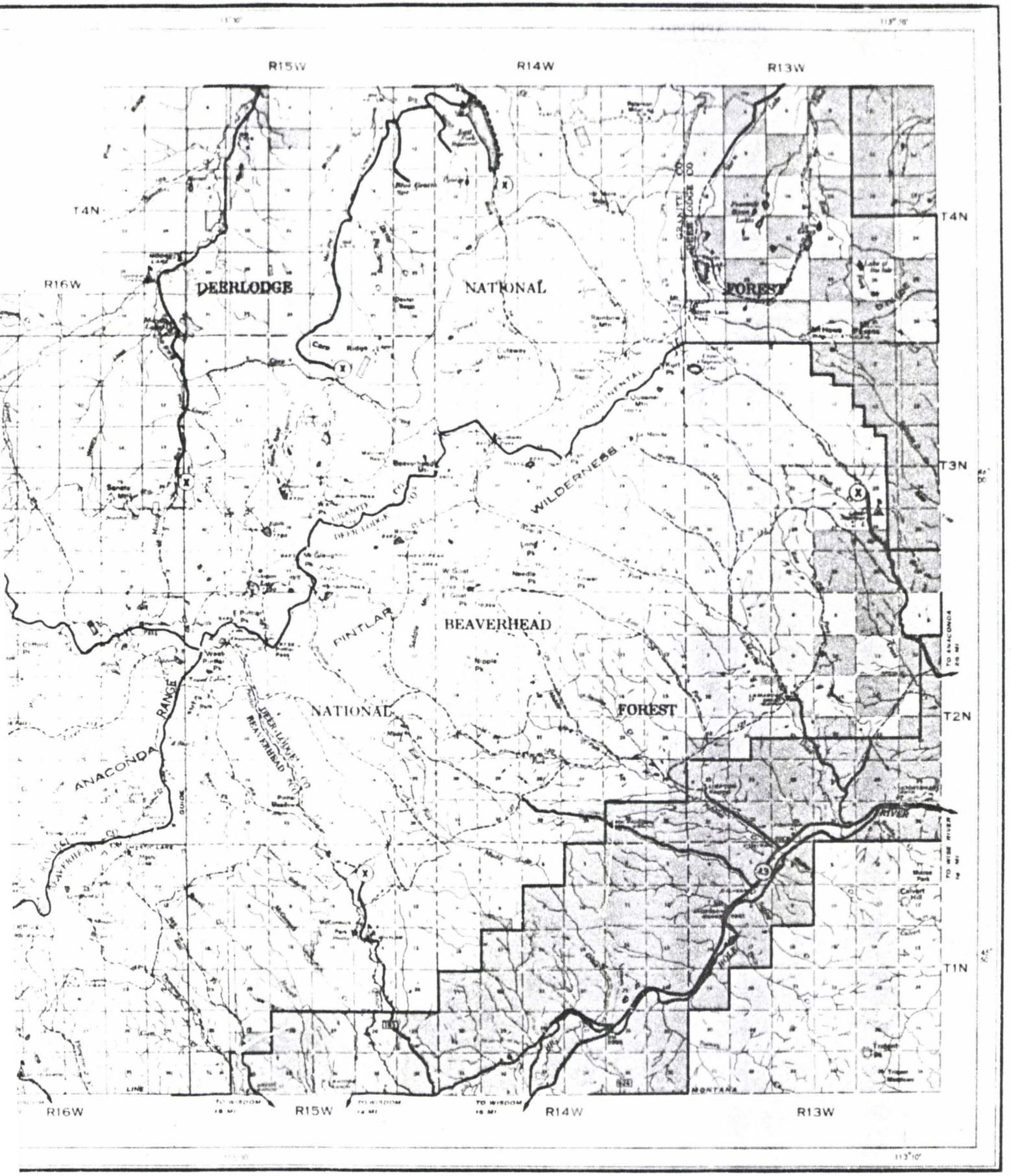
*RIM is data source

U.S. DEPARTMENT OF AGRICULTURE
FOREST SERVICE

ANACONDA PINTLAR WILDERNESS

DEERLODGE BITTERROOT LEAVERHEAD
NATIONAL FORESTS
MONTANA




R15W
R14W
R13W
T4N
R16W
DEERLODGE
NATIONAL
FOREST
T4N
T3N
WILDERNESS
BEAVERHEAD
PINTLAR
NATIONAL
FOREST
T2N
ANACONDA RANGE
T1N
R16W
R15W
R14W
R13W

APPENDIX C

NATIONAL WILDERNESS PRESERVATION SYSTEM

ANACONDA-PINTLAR WILDERNESS

The Exterior Boundary of Anaconda-Pintlar Wilderness, Beaverhead, Bitterroot and Deerlodge National Forests, Northern Region, as reported to Congress pursuant to Section 3(a)(1) of the Wilderness Act, Public Law 88-577.

Description

Beginning at the northeast corner of Section 33, T. 4 N., R. 13 W., Montana Principal Meridian, thence south 1.747 miles to a 1/16 corner, east .50 mile to a 1/16 corner, south .25 mile to the south 1/4 corner Section 3, T. 3 N., R. 13 W., thence east .50 mile to the southeast corner of this section and thence south .50 mile to the west 1/4 corner of Section 11, T. 3 N., R. 13 W. Thence east .25 mile to a 1/16 corner, south .50 mile to a 1/16 corner and east .25 mile to the south 1/4 corner of Section 11, T. 3 N., R. 13 W.

Thence south .25 mile to a 1/16 corner, east .25 mile to a 1/16 corner, south .75 mile to a 1/16 corner, and west .75 mile to the southwest corner of Section 14, T. 3 N., R. 13 W. Thence west along the south lines of Sections 15 and 16, T. 3 N., R. 13 W., to the ridge between Chub Creek and East Fork LaMarche Creek. Thence southeasterly along this ridge to its junction with a spur ridge, near the south 1/4 corner of Section 21, T. 3 N., R. 13 W., and then southwesterly down this spur ridge to cross East Fork LaMarche Creek at its upper fork and continue southwesterly to the point on the nearest ridge where that ridge intersects the west side of Section 28, T. 3 N., R. 13 W. Thence south along this section line to the southwest corner of this section and continuing south to the southwest corner of Section 33, T. 3 N., R. 13 W. Thence west along the south line of Section 32, T. 3 N., R. 13 W. to the southwest corner of this section and thence south along the east line of Section 6, T. 2 N., R. 13 W., to the southeast corner of that section. Thence west approximately 1/2 mile along the south line of this section to the intersection of that line with a spur ridge near the south 1/4 corner of this section.

Thence northwesterly up that ridge to its junction with the main ridge between Fishtrap and LaMarche Creeks. Thence in a southerly direction down a spur ridge crossing East Fork Fishtrap Creek near the southeast corner of unsurveyed Section 2, T. 2 N., R. 14 W. Thence westerly along a ridge to its junction with the main ridge between East Fork Fishtrap Creek and Swamp Creek. Thence westerly along this ridge to a point near the north 1/4 corner of unsurveyed Section 10, T. 2 N., R. 14 W., where boundary turns southerly along a ridge bisecting this section, then turning southwesterly along minor ridges crossing Swamp Creek and Middle Fork Fishtrap Creek. Thence southwesterly up a minor ridge and then turning southerly along a spur ridge to bisect the southwest quarter of unsurveyed Section 16, T. 2 N., R. 14 W., and thence crossing the South Fork of the Middle Fork Fishtrap Creek at its upper fork.

Thence south -southwesterly through the northwest quarter of unsurveyed Section 21, T. 2 N., R. 14 W., crossing a tributary of West Fork Fishtrap Creek at a fork in that stream and then turning generally westerly along the top of a rocky cliff, crossing West Fork Fishtrap Creek and proceeding around the head of the East Fork Mudd Creek. Thence southeasterly along the ridge between East and West Forks of Mudd Creek at a point near the South 1/4 corner of unsurveyed Section 25, T. 2 N., R. 15 W., where boundary turns generally southwesterly, crossing West Fork Mudd Creek. Thence up a minor ridge and then southeasterly along a minor ridge to a point on that ridge near the southeast corner of unsurveyed Section 35, T. 2 N., R. 15 W. Thence southwesterly along minor ridges crossing Pintlar Creek at Pintlar Falls. Thence southwesterly to the top of the ridge between Pintlar Creek and Roberts Creek, and then northwesterly up this ridge to the head of Roberts Creek where it turns southwesterly along the main ridge at the head of the McCormick Creek drainage, and then crossing Howell Creek near the southeast corner of Section 1, T. 1 N., R. 16 W. Thence generally southerly along a ridge at the head of the East Fork of Thompson Creek to cross Thompson Creek and proceed westerly up the ridge between Thompson Creek and Clam Creek around the head of the latter and then around the head of the East Fork of Plimpton Creek where boundary turns southwesterly along this same ridge to a point near the south quarter corner of Section 21, T. 1 N., R. 16 W. Thence generally northwesterly on minor ridges crossing the Plimpton Creek drainage and proceeding up the ridge between Plimpton Creek and Mussigbrod Creek to a point on the ridge near the west quarter corner of Section 17, T. 1 N., R. 16 W. Thence southwesterly along a ridge crossing the East Fork of Mussigbrod Creek at its upper forks and thence southwesterly up a spur ridge to the top of the ridge between this fork and the main fork of Mussigbrod Creek. Thence generally westerly along this ridge, crossing the next major fork of Mussigbrod Creek at its upper forks and continuing along a ridge to the top of the Continental Divide. Thence southwesterly along this Divide to its junction with the Meadow Creek-Dense Creek ridge and then northwesterly along this ridge and northeasterly down the Bugle Creek-Dense Creek ridge crossing Swift Creek just below the mouth of Dense Creek, and proceeding generally northeast on minor ridges over McCart Mountain and down the ridge between Vapor Creek and Orphan Creek to the East Fork Bitterroot River. Thence across the river and up the ridge west of Moss Creek to the main ridge between the East Fork Bitterroot River and the Moose Creek drainage and up this ridge and around the head of Clifford Creek on the Granite County-Ravalli County line to a point on this ridge in the northeast quarter of Section 32, T. 3 N., R. 16 W.

Thence northeasterly down a minor ridge crossing Copper Creek at the point where that creek passes through the south line of Section 21, T. 3 N., R. 16 W., and proceeding northeasterly up a minor ridge to the main ridge between Copper Creek and Meyers Creek. Thence southerly and then northeasterly around the head of Meyers Creek to a point on the ridge just south of Senate Mountain, and then southeasterly along the ridge between Copper Creek and the Middle Fork Rock Creek to its junction with the ridge between Ivanhoe Lake drainage and the one immediately north. Thence northeasterly along this ridge to the point where this ridge intersects the southwest side of MS 10537 (Senate Lode). Thence following the property lines of this patent southeasterly, then northeasterly, and then northwesterly to the point where the property line intersects the south line of Section 23, T. 3 N., R. 16 W. Thence east along this line to the point of intersection with the west side of MS 10536 (Mayflower Lode), then following the property line of this patent southerly, then easterly, and then northerly to the intersection of the east side of this property with the south line of Section 24, T. 3 N., R. 16 W., and chen east along this line to the top of the ridge between Middle Fork Rock Creek and Falls Creek. Thence northeasterly down this ridge to near the south line of unsurveyed Section 18, T. 3 N., R. 15 W., where boundary turns easterly crossing Falls Creek, and proceeding northeasterly up a minor ridge to the top of the ridge between Falls Creek and the unnamed drainage to the north. Thence northwesterly down this ridge to cross the unnamed drainage at its lower forks, thence northeasterly and then northwesterly on a minor ridge to Carp Creek, crossing Carp Creek at the mouth of its first major tributary in unsurveyed Section 6, T. 3 N., R. 15 W. Thence generally east-southeasterly along the north bank of Carp Creek to a point in the east half of unsurveyed Section 11, T. 3 N., R. 15 W., thence northerly up a small fork of Carp Creek passing near the center of unsurveyed Section 12, T. 3 N., R. 15 W. Thence generally northeasterly up the Meadow Creek-East Fork Rock Creek divide to a point on this divide just north of the south quarter corner of unsurveyed Section 19, T. 4 N., R. 14 W.

Thence northeasterly down a minor ridge crossing East Fork Rock Creek at the mouth of Page Creek, and thence generally northeasterly and then generally southeasterly up the main ridge just north of Page Creek to a point on the ridge between Page Creek and Dry Creek near the south 1/4 corner of unsurveyed Section 14, T. 4 N., R. 14 W. Thence northeasterly up a minor ridge passing near the west quarter corner of unsurveyed Section 13, T. 4 N., R. 14 W., and continuing northeasterly along this ridge to a point on that ridge directly west of a conspicuous bend in Dry Creek. From that point boundary proceeds easterly crossing Dry Creek at this bend and thence east to the top of the ridge between Dry Creek and Storm Lake Creek. Thence southerly along this ridge to the point where it intersects the north line of Section 31, T. 4 N., R. 13 W., near Mt. Tiny. Thence east along the north lines of Sections 31, 32, and 33, T. 4 N., R. 13 W., to the northeast corner of Section 33, T. 4 N., R. 13 W., the point of beginning, containing 159,086 acres more or less.

APPENDIX D

MINUTES

The fall Anaconda-Pintler Wilderness Coordination meeting was held at the Wisdom Ranger Station, Wisdom, Montana December 16, 1982 at 10:00 a.m..

A list of attendees is attached.

The following subjects were discussed:

Signing - The general feeling of the management group is that we have not been following the manual direction on sign placement and construction. At the present time there are too many signs in the wilderness and many have been placed for the convenience of the user. It was decided that old, obsolete and damaged signs will be removed from the wilderness as soon as possible, preferably during the 1983 field season. Any new signs that will be put up at trail junctions are for the convenience of the users. There was some discussion of the effectiveness of using signs to disperse use. Some felt that the signs did not contribute to dispersing use but others felt that they were effective if they were placed at the area where management had a concern. It was decided that signs may be placed on trees or posts. If posts are used they will be made of native material. Treated fence posts will not be used. Signs will be placed so they are not the dominant feature of the landscape. The new map of the wilderness, which will be out this spring, will eliminate the need for many of the signs currently in the wilderness. The wilderness coordinator will continue to work on the sign plan incorporating these suggestions.

Portal Planning - It is doubtful if there is a need for a major overhaul of the portal system serving the wilderness. The major need is for a system of portraying managements concerns to the public. Troxel and Heitler will work on developing the necessary graphics to display a positive message to the pulbic. The Bitterroot is in the process of removing the visitor registration boxes from their portals since they feel that the information gathered is not very reliable. The Deerlodge and Beaverhead felt that the information did assist them in their management and that they would like to see the boxes remain. The group's decision was to allow the districts to decide if they wanted the boxes to remain. The draft portal plan that was prepared by Heitler will be reviewed by the districts and returned to him with comments for revision.

Volunteers - With the general reduction in budgets there is a need to utilize volunteers to meet our goals. Philipsburg discussed their experience with the American Hiking Society. They felt that the biggest mistake we make with volunteer groups is not providing them with enough work. There is also a real need to have the projects well organized before they arrive at the work area. Dan Heinz will contact the Sierra Club to see if they are interested in taking on some projects in the wilderness. He will get back to the districts when he has an idea of their capabilities. Other volunteer groups will be contacted by the districts directly.

Cooperative Projects - It was felt these projects were good for the morale of the personnel on the field crews and enabled the districts to accomplish more that would have been possible if only crews from the home district had been available. A list of potential projects will be sent to Heitler and he will work out priorities for the upcoming field season.

Closures - The need for legal closures was questioned. After considerable discussion it was decided to drop the closures at Mystic, Warren, Oreamnos, Seymour, Ripple and on the trail to Hope Lake. Philipsburg will contact Heitler with a decision on Johnson Lake. The policy will now be to use positive guidance signs to encourage people to utilize areas away from the lakes or other sensitive spots. The current guidelines will be to do away with closures unless there is an overridding management need for the closure.

APPENDIX E

NAME_____ No._____ Sheet____of____.

Begin_____ Sec.____, T.____, R.____

End_____ Sec.____, T.____, R.____

		_000	_100	_200	_300	_400	_500	_600	_700	_800	_900	_000
SIGNS*												
Switchbacks	Radius (Appr. in ft.) Barriers (yes or no)											
Terminal or Trail Junction												
TREAD**	Swampy											
	Dirt											
	Gravel											
	Rocky											
GRADE	0- 12%											
	13-20%											
	Over 20%											
Trail TRAVERSING	Meadow and Natural Opening											
	Seedling											
	Pole											
	Sawtimber											
	High Risk											
WATER SOURCE	Spring											
	Creek											
FORD	Width											
	Depth											
LOCATION	Ridgetop											
	Side Hill											
	Drainage Bottom											
BRIDGE***												
DRAINAGE	Culverts											
	Cross Bars											
MARKING	Blazes	Adequate										
		Needed										
Across meadow		Adequate										
Stone Cairns		Needed										
PHOTOGRAPHS	35 MM											
	4x5											

* Show wording on back of page, indicate metal or wood, post or tree support, condition.

** Indicate Tread Width (12-18", 18" +) in proper box; Example: | 18" | 125 |

*** Indicate Existing - Needed and Dimensions.

U.S. DEPARTMENT OF AGRICULTURE
FOREST SERVICE

SILVER PLUME

FORM APPROVED
OMB NO. 40R1807

VISITOR REGISTRATION CARD

Completion of this form is voluntary and is not required by law or to obtain a Federal benefit. However, we would appreciate your cooperation in providing us with information about your planned National Forest visit. It will help us plan for future management and protection of this area.
We will need the proper codes in the shaded blocks.

THANK YOU!

(1) NAME (First, middle initial, and last)
James E Seymour

(2) MAILING ADDRESS (Optional)
1308 W Porphyry

(3) CITY AND STATE
Butte, MT

(4) ZIP Code
5 9 7 0 1

(5) AREA VISITED (Write name of area)
Edith Lake

(6) DATES OF VISIT (Give local arrivals of start and finish dates of your visit)
From month/day Sep 5
Through month/day Sep 5

(7) LOCATION OF ENTRY POINT (Write name of entry point)
Mid Fl Ptl

(8) LOCATION OF EXIT POINT (Write name of exit point)
" " "

(9) PRIMARY METHOD OF TRAVEL (Write method such as hiking, horseback, canoe, etc.)
hiking

(10) NUMBER OF PEOPLE IN GROUP
1

(11) NUMBER OF PACK OR SADDLE STOCK
0

(12) NUMBER OF WATERCRAFT OR VEHICLES
0

(13) Travel Plan

If a travel zone map is available, list all zones that you will be traveling through, in sequence, and indicate the number of nights you plan to spend in each zone.

If travel zones are unknown, describe your planned trip by listing campsites, lakes or named landmarks you plan to visit and the number of nights you will spend in each area.

	TRAVEL ZONE CODE	NIGHTS
Falls Creek Trail		
Hilgose Trail		
Edith Lake Trail	17	

(14) REMARKS - SUGGESTIONS

PS-2300-02 (7/79)

APPENDIX G

INDEX OF PSA's

A. Litter

1. Pack It In, Pack It Back
2. Thoughtlessness
3. What Kind Of People

B. Winter

1. Avalanche
2. Potential Hazards
3. Safety Tips

C. Wilderness

1. Backcountry Horsemen
2. Protect The Wilderness
3. Safe Water
4. Backpackers
5. Ask Your Outfitter And Guide
6. No-Trace Camping

D. Fire Prevention

1. Your Campfire
2. A Clear Conscience

E. General

1. Why Is It-------